

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Newlyn School
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	Nov 2021
Date on which it will be reviewed	Nov 2022
Statement authorised by	Patsy Williamson
Pupil premium lead	Isabel Stephens
Governor / Trustee lead	Patsy Williamson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,095
Recovery premium funding allocation this academic year	£7,395
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£74,490

Part A: Pupil premium strategy plan

Statement of intent

At Newlyn School, we have a high proportion of disadvantaged children, many of whom face barriers to learning. Common barriers can be less support at home, poor language and communication skills, lack of confidence and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

We have the same high expectations for all our children, regardless of background, and aim to provide the support children need to achieve their potential. We aim to use the pupil premium funding to address the challenges our children face to enable them to go on to secondary school with a strong sense of self-belief and the ability to succeed, both academically and emotionally. In order to achieve this, we believe it is also vital to build strong, supportive relationships with our parents and carers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Learning Progress and attainment are impacted by lack of parental confidence to support children, financial constraints and low aspirations due to the context of the local area.
2	Mental health and well-being Up to 50% of our children have suffered some degree of trauma which impacts on their relationships and ability to learn. Our children have experienced a range of trauma. Research shows that being supported with self-regulation can have a significant impact based on learning. It also shows that social and emotional learning has a moderate impact.
3	Poor speech and language skills Speech, language and communication needs in primary school can seriously affect children's learning. For example, poor language predicts poor literacy skills and without the right help, between 50% and 90% of children with persistent communication needs go on to have reading difficulties.
4	The impact of Covid Despite ensuring all families had the necessary technology and offering an engaging online curriculum which meant that the vast majority of

	children were able to continue their learning at home, the pandemic has taken its toll on our families. The impact can be seen on mental health, relationship break downs, loss of jobs, financial hardship and evictions. This has resulted in a lot of uncertainty which negatively impacts on the children's ability to learn and their attendance.
5	Attendance Attendance has historically not shown any significant difference between our pupil premium and non-pupil premium children. However, with the uncertainty of the pandemic there has been a noticeable drop in the attendance of our disadvantaged children.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils will make at least expected progress in reading and phonics, writing and maths.	The gap will close between our disadvantaged and non-disadvantaged children. All EYFS children will be able to blend when they leave Foundation. High phonics pass rate will demonstrate our commitment to high quality phonics provision. Our children will be able to talk about their love of reading. Children will show confidence and resilience in mathematics and writing.
Our pupils will have access to adults who are trained to support development of their individual social and emotional needs	TIS emotional support will be provided for identified children. Our PSHE programme will be used effectively to support children socially as a place to practise mindfulness. Adult support in the playground will mean that behaviour is good. Our use of Jigsaw Families will show positive outcomes.
Speech and language intervention will have an impact on our children's ability to communicate and express themselves	The NELI programme will demonstrate impact on the language skills of EYFS children. Individual speech and language interventions will show impact through children meeting targets.

	The orca project will give children greater confidence in using higher-level vocabulary.
Targeted support will be provided to address any gaps in learning.	Attainment will be in-line with national standards.
Attendance will improve for our pupil premium children.	EWO will consult with school on current practises and advise on improvements. EWO will work with and support families. Children will show good progress as a result of regular attendance.
Financial restraints will not be a barrier for children accessing enrichment experiences.	Pupil premium children will be able to access all clubs and enrichment activities such as learning a musical instrument, surf lessons, theatre visits as there will be financial support available.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of full-time speech and language therapist to lead NELI, support individual identified needs and early phonics support.	Speech, language and communication needs in primary school can seriously affect children's learning. For example, poor language predicts poor literacy skills and without the right help, between 50% and 90% of children with persistent communication needs go on to have reading difficulties. +6 EEF: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the	1, 3

	course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	
Jigsaw Family training for identified members of staff	+3 EEF: Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	1,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring	+ 4 EEF Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,4
Quality first teaching for all pupils Specific phonics, reading and maths interventions for disadvantaged pupils, to ensure misconceptions are quickly addressed. An appointed pupil premium reading champion who listens to identified children on an individual or group basis with the focus on comprehension. Identified more able children will have extra maths provision Identified children will have 1:1 and small group support for maths	EEF guide to pupil premium- teaching is the top priority +5 EEF Reading interventions – low cost, high impact +5 EEF maths guidance document recommendation 5 – use targeted support to help children learn maths.	1,4

Investment in systematic synthetic phonics programme	+5 EEF Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year olds) as they begin to read.	1,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use the support of the EWO through an SLA to improve the attendance of PP children, to improve their attendance and bring in line with their peers	EEF - Attendance interventions rapid evidence assessment – research currently underway, following for impact.	5
To support pupils to access enrichment activities such as sports clubs, music lessons, trips and cultural experiences.	EEF – non-cognitive literature review – developing non-cognitive skills through enrichment has a positive effect on attainment. EEF – outdoor adventure learning: Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	4
Individual Trauma Informed School support for identified children who need support with self-regulation due to experiencing trauma.	+7 EEF self-regulation	2

Investment in play leader and play resources to support self-regulation when socialising with other children.		
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Total budgeted cost: £67,500

COVID Recovery Premium		Total: £7,395
School-led tuition	To support small groups of identified children in reading, writing and maths	£2,000 to top up tutoring
Purchase of more phonics texts to ensure consistency in approach Purchase of banded quality texts to ensure consistency Purchase of high-quality texts to focus on the love of reading	Ensure all children have access to synthetic phonics materials To measure progress of children once they have completed the phonics programme	£1,900
Employ teacher to cover classes to enable teacher to give feed back on a 1:1 basis	+8 EEF Develop the impact of marking by giving teachers time to give high quality feedback.	£3,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome and expenditure
Quality teaching for all	No data due to pandemic HLTA and TAs delivering interventions or allowing teacher to deliver focussed support £25,500
Targeted support	No data due to pandemic Cost of TA's delivering targeted intervention Trained TIS workers employed throughout year Trained SALT TA employed ½ day throughout year £35,000
Other approaches	No data due to pandemic Parents accessed their personal funds. Cost of all PP music lesson, school trips, transport and visits covered. £9,000